



ADDMORE FEDERATION  
'Together we add more'

Moreton Say CE Primary School  
Moreton Say, Market Drayton  
Shropshire TF9 3RS

☎ 01630 638 465

✉ [moretonsayadmin@addmorefed.shropshire.sch.uk](mailto:moretonsayadmin@addmorefed.shropshire.sch.uk)

🌐 [www.moretonsay.shropshire.sch.uk](http://www.moretonsay.shropshire.sch.uk)

Executive Headteacher: Mrs Kim Stokes

22<sup>nd</sup> October 2020

Dear Parents and Carers,

### Extended Learning – Reception Children

Over the last few weeks, the children have been working their way through the Letters and Sounds phonics program, Phase 2. Phase 1 phonics is being taught alongside Phase 2. Phase 1 phonics involves listening to and identifying everyday sounds, recognising rhyming words and alliteration. Phase 2 phonics involves learning the letter sounds (phonemes).

So far we have made good progress and are well into Phase 2. The children have learnt the letter sound's 's, a, t, p, i, n, m, d, g, o, c, k, ck, r, u'. The children are doing really well with their letter sounds and have also started blending the sounds together to make words e.g (s/a/t = sat). As a class we are practising the letter formations of our learnt sounds regularly. The children use the 'Read Write Ink' programme to support writing development. The children say the 'RWI' letter formation rhymes when writing the letters to support their letter formation (This is attached).

Your child has been given a letter formation and number formation mat to take home. These are for your children to keep at home. It would be beneficial if your child/children could practise these formations at home a couple of times a week to support their writing and their recognition of sounds and numbers. If your child would like to have a go at writing the letters freehand on paper, they can do this also.

The RWI letter rhymes have been attached for you to say whilst they write their letters. For example to write the letter 'c' we say 'curl around the caterpillar'. Over the next few weeks your child/children will also be coming home with a 'tricky word' key ring to keep. Tricky words are words that cannot be sounded out phonetically and need to be learnt by sight. For example, 'to' is tricky as if you sounded it phonetically it would be 'tuh and 'o' (tuh/o) does not blend to make the word 'to', therefore it is classed as a 'tricky word'. The more your children see these words by sight, the quicker they will be able to recall them for reading and writing. The key rings will need to stay in your child's school bag for me to add your child's new tricky words onto each week.

























If you have any questions or queries please don't hesitate to contact me via the school office.

Kind regards

**Miss Clarke**  
**Class 1 Teacher**



# Rhymes for letter formation - taken from Read Write Inc.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck &amp; down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				